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ABSTRACT

The materials, visuals to accompany a presentation on development of workplace literacy programs, include: a definition of workplace literacy; flow chart for basic skills program development; definition of workplace education needs assessment; list of topics for interviewing trainers, supervisors, management personnel/HR, safety, union/labor representatives and worker, in developing a workplace literacy program; checklist of materials to collect in organizing program content; notes on the readability of written materials; form for analyzing job tasks in terms of basic skills needed, core literacy skills, and related terms, materials, and situations; list of program marketing and recruitment activities; comparison of advantages of mandatory and voluntary worker literacy assessment, and of company-wide assessment versus assessment based in department or shift; notes on use of standardized versus customized assessment instrument; list of tests available to assess ESL, reading/writing, and math skills; excerpt from an assessment report; definitions of competency (general) and a competency (specific); list of characteristics of a customized curriculum; list of competencies and syllabus for a high-beginner-level ESL course for production workers; characteristics of a quality workplace instructor; and chart outlining purpose and data-gathering methods for four levels of program-based evaluation (reaction, learning, transfer of learning, organizational impact). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 383 230

WORKPLACE BASIC SKILLS from BEGINNING TO END

Overview
Needs Analysis
Marketing/Recruitment
Workforce Assessment
Curriculum
Instruction
Evaluation

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Note: *This packet contains copies of the overheads from the presentation with the exception of those overheads which are from copyrighted materials or materials which contain company-specific information.*

FL 800892

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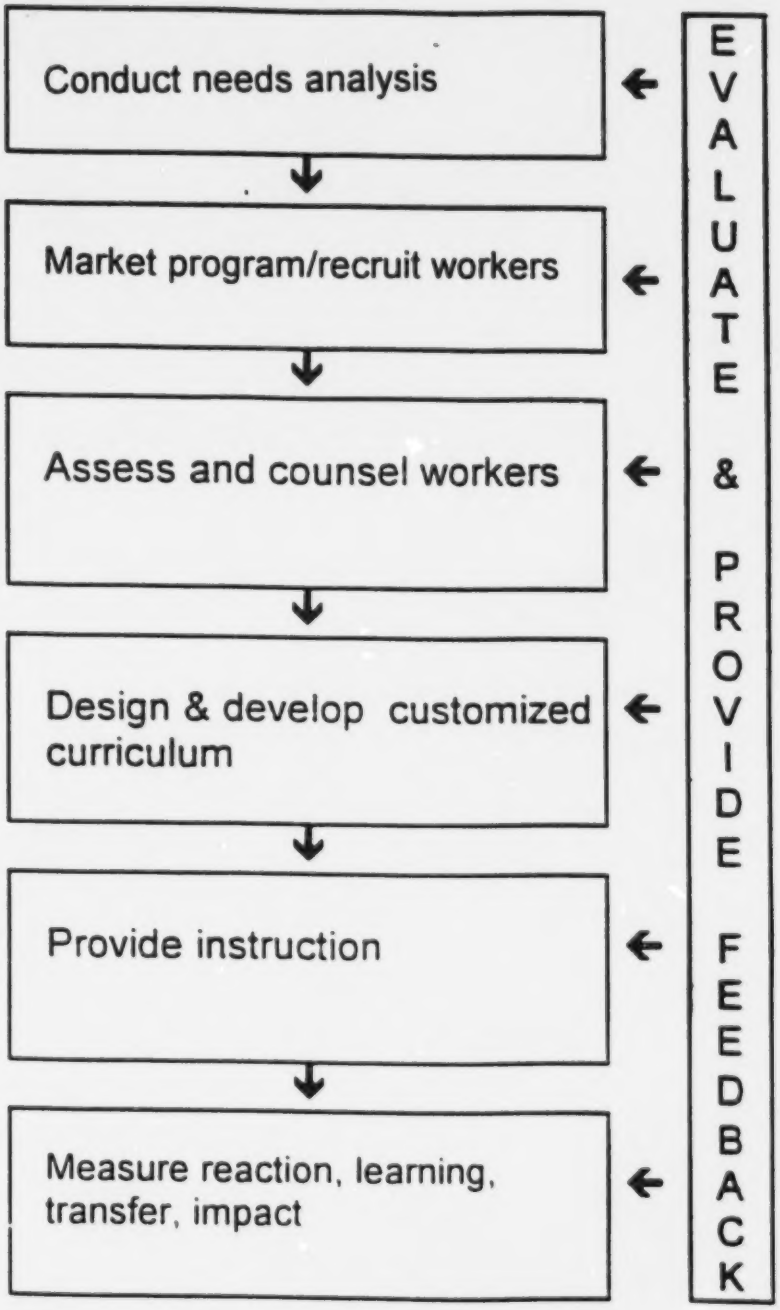
ILLINOIS DEFINITION of BASIC SKILLS

"Workplace literacy" refers to the reading, writing, math, and oral communications skills needed to efficiently and competently perform required job tasks.

Workplace literacy is ***NOT:***

- life skills
- job skills / vocational training
- computer literacy

BASIC SKILLS PROGRAM MODEL



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NEEDS ANALYSIS:

An **investigation** that leads to definitions of jobs in terms of their **current and future basic skill requirements** and identification of **potential problems** caused by a lack of these basic skills in the workforce. The tools of a needs analysis are observation, collection and analysis of written materials, and interviews*

A needs analysis:

1) **IS**...a process and **IS**... custom-designed

2) **INVOLVES**... the company, labor, and the educational provider

3) **INCLUDES**... interviews, written materials, and job-task analysis

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COMPANY INTERVIEWS

Position	General Topics Related to Basic Skills
Top Management	• Company mission • Short and long-term goals • Role of training
Trainer	• Types of training programs • Success/failure of training • Training policies • Assumptions about learners' skills and levels
Plant Manager	• Areas/departments of greatest need • Short-term and long-term priorities • Scheduling issues • Areas to measure program impact
Personnel/HR	• Demographic data on current workforce • Profile of applicants • Hiring criteria • Employee testing • Layoff/Firing policies • Grievances/Complaint Resolution • Personnel issues - insurance, etc. • Further education opportunities • Career/Advancement opportunities
Quality Technician/Manager	• Types of data collected • Problems in quality • Data collection problems due to a lack of basic skills • Training priorities and concerns
Safety	• Numbers & types of accidents/injuries • Safety related training, meetings, reports, etc. • Possible accidents caused by a lack of basic skills
Union/Labor Representative	• Training policies and priorities • Workers' concerns and issues • Role of the union • Union materials
Supervisor	• Basic skill needs • Possible problems caused by a lack of basic skills • Training issues • Promotion possibilities • Scheduling and other factors which may affect training
Worker	• Job tasks & responsibilities • Training • Problem areas • Basic skills needed

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MATERIALS TO COLLECT

Check off the following materials as you collect them. Attach them to this report.

BACKGROUND INFORMATION ON THE COMPANY:

- ❑ Company mission statement
- ❑ Company brochure / catalog
- ❑ Organizational chart
- ❑ Job descriptions
- ❑ Quality plan

Other: _____

_____

WORKPLACE MATERIALS:

- ❑ charts /tables
- ❑ diagrams
- ❑ job aids
- ❑ labels

FORMS:

- ❑ accident/injury
- ❑ insurance
- ❑ job bid
- ❑ production
- ❑ request for leave
- ❑ scrap card
- ❑ suggestion
- ❑ supply request
- ❑ W-2
- ❑ Other _____

_____

GRAPHS:

- ❑ bar graphs
- ❑ histograms
- ❑ line graphs
- ❑ Other _____

- ❑ invoices

MANUALS:

- ❑ accident manuals
- ❑ procedures manuals
- ❑ quality manuals

- ❑ maps, floor plans
- ❑ meeting notes
- ❑ memos
- ❑ move tickets/pick tickets
- ❑ newsletters
- ❑ packing lists
- ❑ paychecks / stubs
- ❑ performance evaluation reports
- ❑ product specifications
- ❑ purchase orders
- ❑ reference materials
- ❑ requisition forms
- ❑ signs (safety/location)
- ❑ schedules

READABILITY ANALYSIS

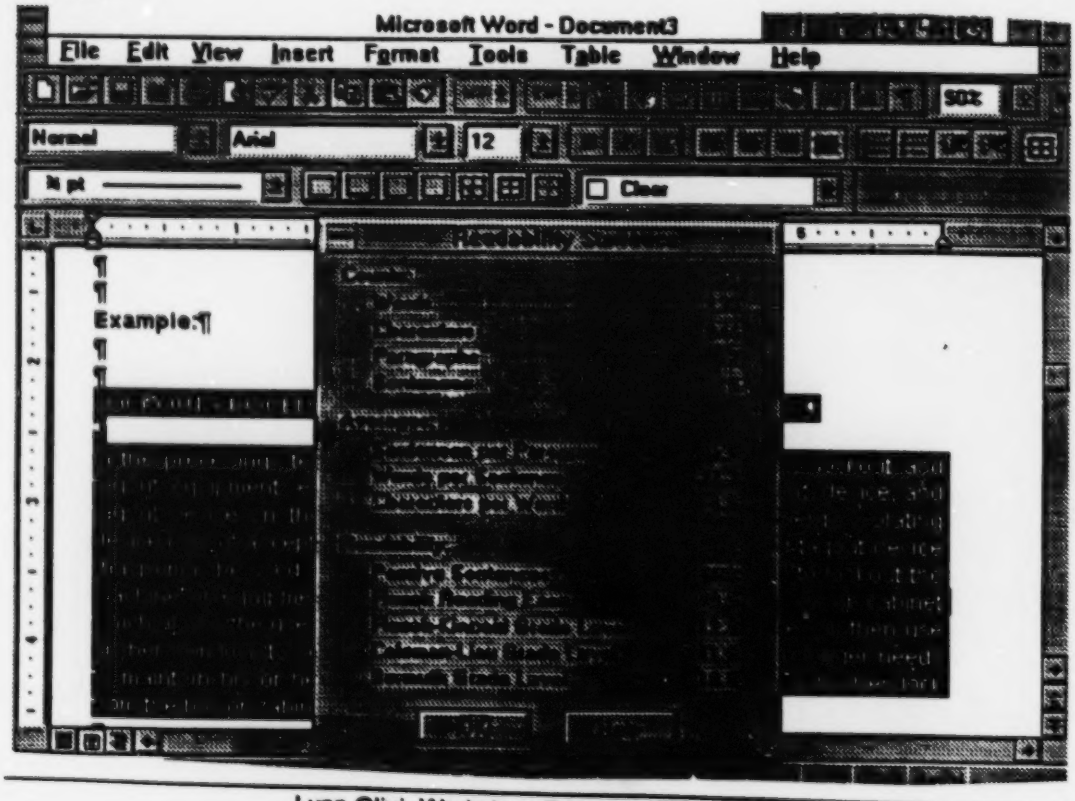
Definition: The grade level at which a narrative piece of writing is written. The level is generally determined by analyzing the number of syllables and the average length of the sentences in the document.

Example:

LOCKOUT PROCEDURE INVOLVING MORE THAN ONE PERSON

In the preceding steps, if more than one individual is required to lockout and tagout equipment, each shall place his/her own personal lockout device and tagout device on the energy isolating device (s). When an energy isolating device cannot accept multiple locks or tags, a multiple lockout and tagout device (hasp) may be used. If lockout is used, a single lock may be used to lockout the machine or equipment with the key being placed in a lockout box or cabinet which allows the use of multiple locks to secure it . each employee will then use his/her own lock to secure the box or cabinet. As each person no longer needs to maintain his or her lockout protection, that person will remove his/her lock from the box or cabinet.

Analysis:



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JOB TASK/BASIC SKILLS ANALYSIS FORM

Job: Coining Welds

Job Tasks: 1. Reads Instruction Card. 2. Reads tag on stack of wires received from welder and matches job number. 3. Measures thickness of wire with micrometer and matches to thickness noted on Instruction Card. 4. Puts about 50 wires in front of her. 5. Brushes grease on weld. 6. Places wire on 2 grooves of the die, centering the weld. 7. Presses pedal 4 times, which stamps die. Turns wire so hits all surfaces. 8. Picks wire up in left hand, checking by feel for smoothness of coin. 9. Repeats above until stack of wires is completed. 10. Bands together groups of 50 wires and writes her clock number and welder's clock number on a tag. 11. Cleans die 2 times per hour. 12. Verbally reports to supervisor the number of wires coined.

Job Task Number	Basic Skill Competency	Core Literacy Skills	Co-Specific Terms, Materials, Situations
1	Read a basic list of instructions	Read for literal comprehension Read technical words and non-technical words	Instruction Card Hand written directions Weld
2	Read a label	Scan for information Match alpha-numeric code	Range of thickness
3	Measure in metric system	Read up to three place decimals	Instruction card Tag-6W-576 Micrometer
	Read a basic list of instructions	Scan for information Match numbers	Instruction Card
10	Calculate number of parts produced	Count	Coin welded wires - 50
	Fill out a simple form	Write numbers Copy numbers	Tag Clock number -5743

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MARKETING / RECRUITING

Initial Activities / Orientation

- Must be planned by the company AND the educational provider

- Must be implemented by both of them

- Content -

  goals of the program in order to inform the workers

  provide an outline of upcoming activities

  state responsibilities of all parties involved

  reassure positive benefits

Ongoing Activities

- Counseling after pre-assessment
- Task analysis
- Peer recruitment
- During classroom activities
- Supervisory involvement
- Flyers and announcements
- Use of native language

WHO WILL BE ASSESSED?

MANDATORY OR VOLUNTARY

MANDATORY:

+ Provides results for entire workforce

- Presents issues of what to do if worker refuses

VOLUNTARY:

+ Saves time and money

- Provides results only for subset of workforce

VOLUNTARY BUT STRONGLY ENCOURAGED

+ Most workers will participate

- Those who most need training may refuse

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WHO WILL BE ASSESSED?

COMPANY-WIDE OR LIMITED TO DEPT. OR SHIFT

COMPANY-WIDE

+ Involves everyone

- May result in considerable time lag before training of some workers

LIMITED TO DEPT. OR SHIFT

+ Focusing on high priority group keeps down costs

- Singling out one dept. may have detrimental results

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WHAT ASSESSMENT INSTRUMENT ?

STANDARDIZED OR CUSTOMIZED

STANDARDIZED

\+ Easy to obtain and grade

\+ Valid and reliable

\- Content is general, not work-related

CUSTOMIZED:

\+ Content is job-specific

\- Time-consuming to develop and grade

COMBINATION STANDARDIZED AND CUSTOMIZED:

Best of both worlds

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ASSESSMENTS FOR ESL:

- Basic Inventory of Natural Language (BINL)
- Foreign Service Institute (FSI)

Others: BEST, ESLOA, HELP, TEPL

ASSESSMENTS FOR READING/WRITING:

- Test of Adult Basic Education (TABE)

Others: BEST, CELSA, HELP TEPL

ASSESSMENTS FOR MATH:

- Test of Adult Basic Education (TABE)

EXCERPT from an ASSESSMENT REPORT

CODE	TABE RESULTS (grade level)	CUSTOMIZED RESULTS
001	9.4	90%
002	8.2	80%
003	7.4	60%
004	6.9	20%
005	6.9	40%
006	6.9	50%
007	6.7	20%
008	6.0	50%
009	6.0	30%
010	5.1	20%

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COMPETENCY:

A demonstrated ability to perform a task successfully. In the context of the workplace, this is a **workplace skills task** which involves **basic skills.**

A COMPETENCY:

has a verb which indicates a demonstrated ability.

Example: Read, ask, sign

NOT learn, know, understand.

Is in a workplace context.

Example: Read aisle numbers, report a problem, report a machine malfunction.

NOT read numbers, make a report.

Involves language skills.

Example: Listening, speaking, reading, writing.

CHECKLIST: Customized Curriculum

1. The curriculum lists work-related competencies approved by the basic skills committed.

2. The curriculum specifies instructional activities which are for a functional context, appropriate to the level of the students, and reflect the results of the literacy audit.

3. The curriculum identifies company materials, supplementary resources, and specific vocabulary of the worksite.

4. The curriculum should include samples of lesson plans and teacher developed materials.

5. The curriculum should include a post-test which measures each competency taught.

6. The curriculum is useable by all instructors and understandable by management.

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Course Competencies: **ESL for Production Workers**

Level: High Beginning

Schedule: 3:00 - 5:00 Monday & Wednesday for 9 weeks (36 contact hours)

1. State job title and describe job duties.
2. Name departments and identify the materials used in each department.
3. Read and understand the company process flow chart.
4. Read Operator Basic List of Instructions.
5. Give and follow simple oral directions to locate an object or a place.
6. Read a job card.
7. Give appropriate reasons for absence, in person or on the phone.
8. Give apologies appropriately when a situation calls for it.
9. Clarify/verify spoken speech.
10. Read and understand departmental memos.

From: - A BASIC SKILLS CORE CURRICULUM for the MANUFACTURING INDUSTRY,
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COURSE SYLLABUS: ESL for Production Workers
LEVEL: HIGH BEGINNING

COURSE COMPETENCY	CORE BASIC SKILLS	COMPANY SPECIFIC TERMINOLOGY	ACTIVITIES	RESOURCES/ MATERIALS
Operator's basic list of instructions	Read for literal comprehension. Read non-technical vocabulary. Read a diagram.	Non Technical Vocabulary: thickness, color, density type, noticed, width, set-up, put-up.	TPR Listening Exercises Information Gathering Sight Word Reading	Realias & Visuals of Company materials. Worksheets for Listening Exercises. "Operator Instructions and Checklist".
Follow and give simple oral directions to locate an object or place.	Language Forms: Prepositions Reported Speech Questions	Prepositions "Next to, across from, upstairs, through, in front of, go upstairs/downstairs." Questions - where. Reported Speech.	Students draw floor plans of their department. TPR	Speaking Up at Work pp. 23-26. Working in English pp. 134-137. Factory Floor Plan.
Read a Company JOB Card.	Read dates. Read abbreviations & know the referent. Read alpha-numeric codes. Read up to 2 place decimals.	Abbreviations on Job Card: ORD, QUAINT, CUST, LOC, DESC. Alpha-Numeric Codes: PO94156 .24 31.31	Information Gap Pronunciation Exercises Listening Task Cloze Exercise	Company Job Card •blank •sample Worksheets on Dimensions

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CHARACTERISTICS OF

A QUALITY WORKPLACE INSTRUCTOR

1. Instructor as co-learner

2. Instructor as curriculum developer

3. Instructor as salesperson and cheerleader

4. The visible, yet invisible instructor

5. The adaptable, always accommodating instructor

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FOUR LEVELS of EVALUATION

Level	Purpose	Instruments/Data
REACTION	Obtain learner's input on the content, approach, and outcomes of the instruction	• "1 - 5" questionnaires • Open-ended questionnaires • One-on-one interviews • Focus groups
LEARNING	Measure the amount of learning	• Pre-post tests • Post tests • Competency checklists
TRANSFER OF LEARNING	Measure the learning which has been transferred to the job	• Performance checklists • Surveys - workers, supervisors, managers • Interviews - workers, supervisors, managers
ORGANIZATIONAL IMPACT	Measure the program results on the company	• Production data: Accidents Complaints Downtime Errors Productivity • Individual data: Absenteeism/tardiness Grievances Performance Reviews Promotions Requests for ass't. with personnel issues Suggestions

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